

RESULTS FROM DISCUSSIONS GROUPS AT THE GLOBE EUROPE CC MEETING MARCH 28-30 2007 IN BUDAPEST

QUESTION	GROUP 1 and 4	GROUP 2 and 3	GROUP 5 and 6
How can we increase collaboration between schools and countries and put new energy into GLOBE?	<ol style="list-style-type: none"> 1.Partnering schools, create a manual for teachers How to create GLOBE Games for schools to follow, 2.European GLOBE Games, how to host students from other countries? Use experience from those who have done this already (Czech Republic, Estonia, Norway, Poland, others) 3.Linking schools through research (schools with universities), networking, networking through GLOBE alumni 4.Create a web page listing region-specific funding opportunities, funding manual (all regions together in the same manual but separated by regions), funding manual for teachers also 	<ol style="list-style-type: none"> 1.Several local/regional expeditions 2.Student exchange programs with topics 3.Projects over the same topics ex. the river, a species 4.Use the new technology ex. videoconference 5.GLOBAL events ex. Environment day 	<ol style="list-style-type: none"> 1.mentoring between schools (old GLOBE schools help and support new ones) 2.New projects linking Europe countries through watershed and rivers (there are already many water nets) 3.new projects – to get new funds 4.synchronous projects like measurements in one day 5.GLOBE Games/events /exchange (2-3 schools, or countries, compare data, measurements. One schools or country invite others students....So to do that, we need an European team just for giving direction or select this kind of project 6.motivating teachers in training 7.NGG/ESSP (seasons and biomes, carbon cycle, flexe, watershed 8.Involve all the community. 9.we think it is important focus in the idea that GLOBE is not only a scientific program but also citizenship project (about environment , electricity energy, lighting pollution, waste, water consumption, etc

<p>What kind of training is most appropriate? A traditional TTT workshop or something connected to ESSPs?</p>	<ol style="list-style-type: none"> 1.Master Training? Include new protocols (ice, mosquito, etc) as ready, include local projects – fish from Norway? ESSPs? Cloudsat, Calypso? 2.Basic protocols followed by teacher training? 3.Location – Central Europe? Somewhat inexpensive location? 4.How to fund travel? How to fund teacher travel? Comenius? Border country funding? Other opportunities? 	<ol style="list-style-type: none"> 1.Train the trainers in the new protocols/ESSP 2.An open system, where interested students and teachers can participate and be involved incl ESSP projects 3.Fundraising 	<p>Group 5</p> <ol style="list-style-type: none"> 1.no need for teacher training 2.need for master trainers (for more trainers in one country) 3.need scientist exchange /collaboration across teachers 4.need to link to ESSPs (including global data and quality control) <p>Group 6</p> <p>The most appropriate kind of training is: a traditional TTT workshop connected with projects. (ESSP's projects or similar) because is necessary training about protocols and of course to be able to connected with projects.</p>
<p>How can GLOBE contribute to the international polar year?</p>	<ol style="list-style-type: none"> 1.Through Project – Fish in Norway, Seasons and Biomes, special phenology projects 2.Each country should be involved in IPY via education – how can we encourage GLOBE schools to rise to the top? 	<p>Local enviromental changes compared with change in the polar region</p> <p>The students should be asked if they know how their country participates in the IPY</p> <p>Forest year 2011</p>	<ol style="list-style-type: none"> 1.to get schools really involved it is necessary to make connections and relevance to schools perhaps connections to ice age (landscape, geographical) 2.Group 6 thinking globally: ozone layer; Pollution, and connect it with climate change in our country. and how this can affect the polar areas.